

Academic and Career Planning (ACP) for Students with Disabilities with IEP/PTPs

1. Who will participate in ACP? All Students

All students enrolled in grades 6 through 12 in a public school district, including public charters and 2Rs, will participate in ACP. This includes students with disabilities who have Individualized Education Programs (IEP)/Post-secondary Transition Plans (PTP), as well as students with Section 504 Accommodation Plans, English Language Learners, students who are Gifted and or Talented, students who are homeless, and students considered neglected and delinquent.

The ACP process is meant to ensure that all students have the opportunity to personalized learning that will inform their choices for the future. The ACP process will foster personalized learning through activities and experiences to connect academic courses and personal, social and career goals. This will happen in a way that advances goal setting, decision-making and self advocacy skills. Building those skills will support postsecondary school, employment and life-long learning options over time.

2. What is the difference between the ACP and the IEP/PTP?

ACP is a state requirement, but not required by federal law. The IEP/PTP is a federal as well as a state requirement.

ACP is a process of career exploration and development that begins in grade 6. Engaging in ACP will result in a product and information from a student's ACP product should be used to inform the IEP/PTP. Such information from the ACP process will inform annual goals, course of study, transition services provided, and post-secondary goals for students IEP/PTP's. The initial PTP is completed at the first IEP meeting after a student reaches age 14 in Wisconsin.

Because the ACP and the IEP/PTP are developed for the individual student, the resources and services will be unique to each youth under both the ACP process and IEP/PTP development. Engaging in the ACP process will provide increased self-knowledge and resources to the student with a disability as they transition from high school to postsecondary school and employment.

3. How will the ACP work with a student's IEP/PTP?

The PTP is the part of the IEP (I-8) that meets the federal indicator 13 requirements. Therefore, a student's ACP is not equivalent to the IEP/PTP and cannot serve as a replacement. Rather, students will be better prepared to share their goals for the future with their IEP teams as a result of participating in ACP. The intersection can be thought of in this way; ACP gives students with disabilities an even earlier start on exploring options for future employment and the steps needed to accomplish their goals.

This is the case for two reasons. One, the student will begin the ACP process in grade 6, providing the opportunity for career exploration. Two, the student will already have ideas and artifacts from the ACP that can be applied to the PTP by the time they turn 14. Age-appropriate transition assessment, course of study, transition services, and individualized post-secondary goals for training and education and employment that are required for the PTP will align with information compiled within ACP.

4. Will the ACP requirement result in duplication of work?

Our state anticipates the ACP process will add value to student and IEP decision-making related to planning for transition and development of the PTP. In addition, we believe the ACP process for all will increase and improve cross-departmental staff collaboration, increase course-taking by students with disabilities in inclusive classes and increase exposure to career development experiences, which we anticipate will result in more students with disabilities graduating with a standard high school diploma, attending post secondary schools and obtaining competitive employment. Thus, the contents of the ACP will serve as an appropriate resource, based on student preferences, for the IEP team to use when creating, reviewing and revising the PTP.

5. Will this require another meeting in addition to the IEP/PTP meeting?

Not necessarily. The requirement for at least annual IEP/PTP team meetings will remain in place. Meetings with students and their families to discuss ACP will be held at the discretion of educational teams assisting with the ACP process, however, there are requirements in the ACP rule regarding the need to keep families informed. Those include informing families annually about ACP services being provided to their student(s); provision of multiple opportunities to participate in the ACP process; and updates on ACP progress throughout the school year.

While the ACP and the IEP/PTP are separate processes, fulfilling the requirements of both might not require separate meetings. IEP/PTP teams and ACP teams will need to collaborate to determine frequency of meetings needed for students, and the appropriate methods of communicating with students and families to fulfill requirements of both the IEP/PTP and ACP.

6. Who will be assigned to work with students with disabilities on their ACP?

ACP will take place for students with disabilities in the same way as students without disabilities. We anticipate districts will determine who will be assigned to students. District processes may be a flexible to accommodate student needs on a case by case basis. The professional development guidance will provide example scenarios describing possible ways the ACP process might look for individual students.

7. How will we ensure that students with significant disabilities participate in the ACP?

School districts should focus on how the ACP process will be delivered in their district and how the ACP content will inform, enhance and improve the student's IEP/PTP. All staff should become familiar with ACP process and product and eventually participate in the process with individual students.

8. Will the ACP software coordinate with the IEP/PTP software?

While the ACP and IEP/PTP content are closely related and complimentary to each other as stated above, the ACP software "*interoperability*" with IEP/PTP software systems has not yet been determined.